

THE BULLETIN OF ATLANTA UNIVERSITY EXPOSITION NUMBER.

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ATLANTA, GEORGIA.

JULY, 1893.

*Behold in this calm face
The modern Sphinx, with such a thoughtful mien
As bids us pause, when like a Frankenstein
A nation dares create another race.*

*No longer here the crude
And unformed features of a savage face;
But in those pleading eyes a kindred race
Asks for the highway out of servitude.*

*Like as the Amazon
With mighty currents marks the ocean's hue
Until her leagues of tide blend with the blue,
So do these patient millions still press on.*



*Such at the cradle-side
Have crooned as foster-mothers, sung and wept,
Across the chamber doors of pain have slept,
And for their sisters pale have gladly died.*

*Two hundred weary years
Of burden-bearing in a shadowed path,
And yet no hand is raised in cruel wrath,
And all their wrongs evoke as yet but tears.*

*Study the problem well,
For in this Sphinx a message somewhere lies;
A nation's glory or its shame may rise
From out the reading what these features tell.*

A. T. WORDEN, in Judge.



THE SENIOR NORMAL CLASS IN ATLANTA UNIVERSITY.—A winter scene.

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ATLANTA, GA., JULY, 1893.

SPECIAL EXPOSITION NUMBER.

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The present special number of the BULLETIN is issued for distribution at the World's Columbian Exposition in connection with the exhibit of Atlanta University. It is made up of a reprint of articles, cut down in many cases, which have appeared in recent numbers of the paper. These articles have been selected with the design of giving some idea of the work and influence of the University. They include descriptive statements, things that are said about the Institution by visitors and friends, and excerpts from addresses or contributions in prose and verse of graduates and present students. It is believed that the reading of these will win appreciation for the work which the University is doing, and it is hoped will add to the number of its valued friends.

The BULLETIN appears, for the first time in his Exposition number, in a new dress of type which will be used for it hereafter beginning with the October number. It modestly hopes that, like the University and its students, it is improving — in fact like its prophetic boy, "rising."

The cut on the first page represents the present Senior class in the Normal Department. Its wintry aspect — so foreign to the Sunny South — is due to the fact that it is after a photograph taken during the exceptional snow of last winter by an amateur photographer belonging to the school — the same who has taken all the large photographs illustrating the school work which appear in the University's exhibits at the Exposition.

The cut on the last page, from another photograph, represents the present Senior College class. The faces of some of them may be recognized possibly by some of the visitors at the Fair among the rolling chair attendants.

Atlanta is a place to which many Northern travellers come and always with interest. The University is always glad to welcome visitors and invite them to inspection of its work and its results. Its grounds, one mile and a half from the railroad station, are conveniently reached by electric cars.

THE WORK OF ATLANTA UNIVERSITY.

Broadly speaking Atlanta University does a combined religious and educational work for the children of the Freedmen, though its doors are open to students without distinction of race.

It was founded in the days immediately succeeding the civil war, and owes its origin to the philanthropic and patriotic sentiment of the time which was aroused to do something to supply educational opportunities to the newly emancipated colored population.

With this view, so early as 1867 a charter was procured establishing the University as a corporate body for the Christian education of youth, and made broad enough to cover all possible requirements of an institution of the widest scope and most permanent character.

Toward the foundation of the new institution some \$52,000 were granted by the Freedmen's Bureau under the superintendency of Gen. O. O. Howard, on the condition that an equal amount should be contributed from other sources. A noble site of about fifty acres (since increased to sixty-five) of high ground in the western part of the city of Atlanta was purchased, and in 1869 the first building was opened and was at once crowded with students.

At first the American Missionary Association paid the salaries of teachers, and made up the deficiency in annual expenses not covered by students' payments and gifts from private sources. For some years it continued to aid the Institution in meeting its current expenses till this arrangement was superseded by one with the State under which the University, for a number of years, received the benefit of funds derived from the United States land scrip grant. After the cessation of this arrangement the American Missionary Association again for several years made an annual appropriation of three thousand dollars for the School, till, in 1892, the University assumed permanently the entire burden of self-support. The broad nature, however, which the work of the School almost from the first assumed, together with its relations to the State and the public, made it desirable that it should avoid an exclusively denominational connection and develop an independent life under the guidance of its own self-perpetuating Board of Trustees, after the well-approved pattern of the great colleges and universities of the country.

But, while from the first it has broadened itself beyond exclusively denominational lines, the Institution is none the less earnestly Christian. It is in part doubtless owing to the fact that Christianity has been presented in it without sectarian aspect that the religious life and influence of the Institution have been so marked, the great majority in its graduating classes, and frequently all of the members of them going out as Christians.

This Institution was called a University at first in the faith of what it was to be, and in accordance with the lines upon which it was projected. But if the number of students and variety of departments in it may give a proper claim to that title, then the name is already justified in spite of the fact that the departments differ widely from those usually associated with the term University. Besides

a full college course based upon the best New England models, there is a college preparatory course of three years, a normal course of four years, a grammar school course, a model school of primary scholars serving as a practice school for the normal students, and a mechanical course. Moreover, instruction in wood-working, turning, iron-working and mechanical drawing, is given to all boys, and instruction in cooking, sewing, dress-making, nursing, and house-keeping duties to girls, and instruction in printing and newspaper and job work to optional classes of both boys and girls. In these various courses from five to six hundred students, coming from all over the South though predominantly from Georgia, are instructed — the greater part of them of course in common school branches. The one brick building with which the Institution started in 1869 has increased to four, a library of 8,000 volumes has been gathered, physical and chemical apparatus has been got together, and invested funds to the amount of some \$30,000 accumulated. The finest building of all, comprising within it library, chapel, and recitation rooms, was the gift of Mrs. Valeria G. Stone of Malden, Mass., from whose estate was received \$50,000. The course of events has made it apparent that Atlanta is to be one of the great centres of education for the African race, and the growth which Atlanta University has already attained and the character of its administration give assurance that it is to be a permanent institution. It is laid out on lines and administered with plans which contemplate an existence of centuries.

The original necessity for such an institution as Atlanta University was the urgent need of providing teachers and educated leaders for the millions of colored people of the South. Its influence in meeting this want has been most happy, preparing the way for and helping to render efficient the public school system of Georgia and neighboring states in their application to colored people. Seventy per cent. of all the living graduates are now teaching, and fifteen thousand children are taught annually by present and past students.

From the necessity of the case, growing out of the condition of the people, a large part of the present work of the University is done upon common school and normal lines. As the common school facilities of the State increase it is expected that the University will make less of its common school work and develop itself in its upper branches to meet the advancing needs of the population for whom it especially exists. Its college department is relatively small because the present condition of the African race does not admit of large numbers fitting themselves thoroughly for the higher professional walks. But among the graduates of the college course are those whose acquirements would do great honor to any institution in the land. They are the vanguard of a body of educated leaders of the people who are to be to their race what the educated leaders — the lawyers, the preachers, the editors, the professors, the scientists — are to any people. With better advantages of previous education and with the accumulation of money, this class will increase till it exists in due proportion to the eight millions of the race to which its members belong. For them Atlanta University promises to be what Yale or Harvard is to their white brethren of the North. It opens the possibility of all higher education, it sets

a standard of educational attainment and it supplies influences which make themselves felt in the elevation of the whole mass of the population.

All this great work is done with very great economy. An average of forty dollars a year in benevolent contributions for each student — which for the best results should amount to fifty dollars — enables the University to offer its opportunities to the students to whom it represents so much. An illimitable field of useful influence is opened up before the Institution if adequately supplied with means to prosecute and permanently maintain the work.

J. H. HINCKS.

THE NORMAL DEPARTMENT.

For the children of the 700,000 colored people of the Empire State of the South, obliged by law to take teachers of their own race, there is as yet no state provision for the professional training of teachers.

At a Convention, held in Nashville, in 1891, Prof. Gibbs of the State Normal School, Florida, in a paper upon Normal work in colored schools, made the following statements concerning Atlanta University, viz.: that Atlanta University was the first of the missionary schools to open a Normal department, and that the Normal department was the largest, and the alumnae list the longest, of all the colored schools.

Since 1874, there has been a department covering a course of four years doing work of a distinctly Normal character. The requirements are: that those who enter the course shall have covered the ground of an ordinary Grammar school, and candidates must pass satisfactory examination in the prescribed English studies. Since 1874, 540 students have entered this course at the Junior (lowest) year, and 86 have entered to higher classes. Of the 626 students who have been members of this department of the Atlanta University during the twenty years ending May, 1893, 191 have graduated.

WORK OF THE STUDENTS.

These figures take no account of the upwards of 400 students who have entered but not graduated, many of whom have entered the teaching ranks and are doing creditable work: nor of other hundreds whose circumstances compelled them to be satisfied with a grammar course, but who are also enrolled among the teachers of Georgia, nor of the students in Preparatory and College classes, and College alumni, who have taught or are still teaching and are filling advanced positions.

Of the 191 graduates 158 are credited with having taught since graduation and of these 104 have remained in the profession ever since graduating, and 35 of them have taught between ten and twenty consecutive years. Twenty of the Normal alumnae have taught in private schools of recognized standing among missionary schools, one is principal of a large Normal and Industrial institute, three are principals of Industrial schools, and several have taught subjects in Normal schools in other states; sixty-three have taught in the public schools of Atlanta, and twenty-eight are still thus employed.

METHODS OF THE SCHOOL.

The course itself comprises the work of a good High School course with several terms

work upon Normal lines. The distinctively Normal work comprises in the second year a course upon Primary Methods and Outlines in Primary subjects and notes upon School Organization. This course is required of all Preparatory students as of Normal classes, and the University is the only school in the South where students not classified in the Normal department receive such instruction. This course is made very full to meet the needs of the many students who go no further in the course. A year in the Normal course is given to Arithmetic, and a term to United States History, Language, and Geography, and half a term to Principles of Education.

The object aimed to be secured in this work is an understanding of the subjects and a method of teaching them and power to teach, as well. By means of the subjects the pupils are trained to analyze a definition, a principle, or a rule into the ideas which compose it, to arrange or secure suitable illustrations, to study for the suitable questions to develop the ideas, and to combine the steps into a teaching exercise in which the critic teacher expects readiness, clearness, conciseness, definite questions, facility in using illustrations, ability to handle blackboard and class at the same time, and all to proceed with a good manner, confidently, and with pleasant modulations of the voice.

Not much time is spent in discussing methods, but the time is principally given to illustrating a good method and acquiring power in its use. The theory that we learn to do by doing is thoroughly tried in the Normal classes. Perhaps there is no harder work for a teacher than to thus train students to self-command and power to stand before a class and really teach. And months are required before a class gathers this power. It is interesting to watch a class grow in this regard. Visitors in the Normal classes during the second half of the Senior year are often impressed with the dignity, command of the topic, and power to teach thus shown by members of the class.

In addition to the work outlined above, a Model Primary School has been organized in connection with the Normal department, and here students of the higher classes are sent to teach under the direction and oversight of the Model teacher. The intention of the Model School is to present to the students a well-equipped primary school, where are illustrated in successful operation the methods and devices used in interesting and in quickening childish minds.

NEEDS OF THE DEPARTMENT.

To meet the growing sentiment in favor of the public school, and to furnish from year to year graduates better fitted to enter the ranks, is one of the problems confronting the University. For this end the Model School was established seven years ago. An enlargement of the Model work is extremely important. This work, which is now confined to Primary work, should be carried into the Grammar grades. A skillful training teacher should be employed who may lay out and oversee the work, and criticise the pupil teachers, and build them up in power to teach and to control. Rooms specially fitted with appliances for carrying on such work are needed.

Judging from the record of the past ten years, the Normal department is to develop as largely in the next decade as in the past. Every year has witnessed some enlarge-

ment of the work, some step in advance. Atlanta University, among the first of the schools to be planted among the Freedmen, first to introduce Normal, and among the first Industrial work into its curriculum, is a growth, and has thus far met with success the problems of the conditions in the South.

In all departments, no less than in the Normal department, is put upon the University the imperative necessity of developing to meet new demands and changing conditions — in brief, to grow.

There is no other one department of any school in the South which has sent out more or more worthy young people to become factors in the elevation of a race than the Normal department of Atlanta University. Supported in connection with the other departments of the University, by the gifts of friends of education in the North, the Normal department depends for its usefulness and growth upon the continuance and enlargement of these gifts, and is a living appeal to old and new friends of the school for their confidence and support.

E. H. WEBSTER.

A VISIT TO THE MECHANICAL DEPARTMENT.

Probably to the great majority of visitors, the mechanical department is the most interesting of any connected with the University.

Students in the preparatory course and in the higher grades of the grammar school course receive instruction seven and a half hours each week in mechanical work. First they go through a course in wood-working and turning, then through a course in iron-working, and then through a course in mechanical drawing. One year at least, and perhaps more, is given to each branch according to the proficiency arrived at.

Entering the building, called the Knowles' Industrial building after the late L. J. Knowles of Worcester, Mass., by whose widow it was built as a memorial, we come first to a room much like the ordinary planing mill, only neater. Here is the rough material of seasoned wood, ready to be worked into shape. Here are circular saws, and a planing machine, and an ingenious machine constructed by a student for boring holes with an auger — not without interest all, but without the distinctive interest belonging to the other rooms of the building.

We come next to a very large room filled with work benches, 30 or more, of neat construction, each a duplicate of every other, with a tool chest above it. Each of these is also a duplicate of every other, every tool having its place.

The method pursued is that of the model system. Each boy has hanging before him a drawing, or a "blue print" of the model which constitutes the lesson of the day. He is given a piece of lumber which he saws and planes to the correct size, and then he mortises and grooves, and glues, and dovetails, till he has made the model which the drawing covers. By the time he has got through his course of instruction he has learned all the important principles of construction which enter into wood-working. His little saw-horses and tables and ladders embody all the principles which larger ones call for. We are taken up stairs, and are shown a room where is a collection of useful articles made by students who have been trained by the process before

described. There is a wheelbarrow, and a bedstead, and an office desk, and an extension table, and a saw-horse, and a wood-saw the frame of which was also made in the shop, and other similar articles. There is the frame of a house set up in model size, and yonder on the wall hangs a photograph of a good-looking house wholly put up by students during a recent vacation.

"But why don't you make these things all the time?" perhaps the Superintendent will be asked. "Why not as well make something useful as make mere models, so long as you have to make something? Will it not be so much clear gain?" And then the Superintendent explains that beginners would be very apt to spoil the material used in the large useful articles, while if he spoils that in the small model small harm is done. Moreover, he tells you that skilled workmen must do the larger part of work made for the market, while the learner does what he may and looks on the rest of the time, rendering progress slow and uncertain, so that the model system is really much the best for instruction. Then, too, the tendency of profitable manufacturing is to divide and subdivide processes, and this limitation to one or a few processes is at variance with the broad training in mechanical skill which it is desired to give. But, above all, as a practical reason, he will tell you that it is impossible with the equipment and methods of a training school to compete in the market with the outputs of large factories, which have at command extensive capital, and employ large amounts of machinery and divide and subdivide processes which enter into construction. "We can't manufacture and sell as cheaply as we can buy, and why should we use benevolent money to establish and operate a plant which, but for this subsidy, could not stand competition with *bona fide* industries? However, we are working toward the point of manufacture in our own way, when we can do it as something supplementary to this training and without loss."

By this time we are ready to inspect the large room near by in which a dozen wood-turning lathes are spinning, and where, as in the carpentry room, the students have drawings before them which they are expected to follow in their work, after having first been shown how. To make straight and taper lines, outer and inner curves, beads, flutes and face plate work of various sorts, are among the things thus learned. Napkin rings, sleeve buttons, vases, gavels, and other small articles are turned out with much skill and are eagerly sought for by friends and visitors.

Across the passage-way is a room for mechanical drawing, and here perhaps some of the finest work of the University is done. Copies of drawings of machinery, or bridges, or house plans, drawings from the original object, and original designs are made with a skill and neatness which are a marvel to one whose education has not included instruction in these lines. Fancy lettering and coloring are also taught and add much to the attractive appearance of the drawings.

But if we linger too long here we begin to be admonished that we shall not see the forge-room, and so we go down two pairs of stairs to the cellar story, if it may be so called. What a neat place is this! No wonder they call it a forge-room and not a blacksmith's shop! There is no class here now, but every thing is ready for the next exercise. There are

the portable forges, each with shavings heaped up on it just ready to kindle, and the floor is cleanly swept. Here, too, in various ways and by various exercises, the students are taught the correct methods of working iron and steel, how to draw, and bend, and weld, and temper, and the like. We see hung up on the wall various pieces which illustrate the different exercises that the student is put through, and our respect for the blacksmith is largely increased. Surely something besides a brawny arm is needed to carry iron through all these processes.

We come out and pass through a room devoted to iron-working machinery in which two or three fine machines already set up give promise of what is to be here. We pause a moment to hear an ex-Governor, himself a large and successful manufacturer, who is looking around with an Oxford graduate, say: "I would give more for what is done in this building than for all the rest put together," while the Oxford man is evidently silently wondering at this new world in which a "University" is such a different thing from the Oxford at which if he did not learn to be a mechanic, he learned to be a fine specimen of the gentleman and the man. We pass on and out thinking: "It is good, excellent, admirable, just what is needed! But perhaps the best thing about it is that it develops the intelligence—the man." Every graduate must know something of mechanics. But what is better every boy who goes through Atlanta University, while learning something valuable in the way of technical skill, learns to be something more than a workman.

SOME MISTAKES CONCERNING EDUCATION IN THE SOUTH.

It is a mistake to suppose that the higher education of the colored people is being overdone. We have so many institutions in the South that are named universities and colleges that the idea prevails that all the students in these institutions are learning Latin and Greek and the higher mathematics, and getting, in general, the higher education. This is not so. Dr. Haygood, a few years ago, investigated this matter with some care, and arrived at the conclusion that in these institutions not over five per cent. of the pupils are really getting a strictly "higher education." Commissioner Harris thinks there may be as many as ten per cent.; but even that is a very small proportion.

It is also a mistake to forget that the higher education of the few is contributing most efficiently to the elementary education of the many. What are the graduates of these higher institutions doing? Are they going out enjoying their culture, and making a selfish use of it? Take Atlanta University for instance. We have sent out, in the last sixteen or eighteen years, two hundred

and fifty graduates from our collegiate and normal courses, two-thirds of whom are to-day engaged in teaching. They are doing this very work that we are reminded is the most important work to do—helping up the masses, educating the people. One must remember the relationship between the higher and more elementary work. Where would these Southern States get their teachers for the colored public schools if it were not for these higher institutions? And there are no states where the teachers are too well trained. There is no community where the teacher knows too much for his work. The reservoir must be full. A man must know a good deal more than he wants to teach if he is going to teach well.

HORACE BUMSTEAD.

VISIT OF GENERAL HOWARD.

On the 30th of March (1893) Gen. O. O. Howard visited the University and made a most interesting speech to the students in which he described, in a graphic way, the changes that had occurred since he first marched against the city with Sherman. In the course of his speech he told of an incident, now become historic, which happened on a second visit to Atlanta in 1868, as follows:

"After a little while I came to Atlanta and made an address to the children in Storrs' school house, and I said to them, What shall I tell the children in the North about you? A little boy with bright eyes and white teeth, just like some of you, rose—General Lewis you were there then and will remember—and holding up his hand said: 'Tell them, General, we're rising.' I told this story in Washington, where it got into print, and Geo. W. Childs cut the piece out and sent it to Whittier who has retold the story in the poem, 'Howard at Atlanta.' This boy is now grown to manhood and is President of the State Industrial College at Savannah. I had a letter from him recently. Yes, we're rising!"

We make room for one verse of this very interesting poem which is found in the regular edition of Whittier's poems.

"O, black boy of Atlanta!
But half was spoken:
The slave's chains and the master's
Alike are broken.
The one curse of the races
Held both in tether:
They are rising,—all rising,
The black and white together!"

THE BOY WHO SPOKE FOR HIS RACE.

Richard R. Wright, the boy referred to in the previous article—the hero of Whittier's poem—graduated from Atlanta University in 1876, and is now a trustee.

He is distinguished as an editor, educator, and orator, having delighted Northern audiences as well as being always in demand on all kinds of occasions in his native State. The following extract is taken from an oration by him in Atlanta on Emancipation Day, January 1, 1891:

"Yes, we care for our sick; we bury our dead; we build our churches; we are supporting our ministers; we are rearing our families; we are educating our children; and we are gaining property. In the South we are doing 75 per cent. of the agricultural work, and over 90 per cent. of the manual and domestic service. We are doing for the South over one thousand million dollars' worth of work every year at lower wages than is paid any other class of laborers in America. We are doing this without strikes and without labor riots. It is admitted that we are the most peaceable and patient laborers in the world. In the higher walks of life we have pleaded at the highest Court and won plaudits from the successor of Roger B. Taney. Our physicians and surgeons have demonstrated their ability to effect the most marvellous cures, and to perform the most delicate operations. Our teachers have taught Anglo-Saxon youth; our orators have charmed their audiences; our preachers, let us hope, have converted their souls; and our women have closed the eyes of their dying kindred.

Into whatever avenue of life or business we have been permitted by the Anglo-Saxon to go, we have endeavored to meet the reasonable expectations of all who desired the welfare of our common country. Whether as a laborer piling up the wealth of the nation, or as a soldier fighting the battles of the Union, though uncheered then by any fixed hope of untrammelled political liberty, the Negro was as steady in his patriotism as the needle to the pole.

When, sir, in what battle, in what skirmish, when entrusted with the flag of his country, has he not returned with victory or reported to God the reason why?

Why need I prolong the story of the Negro's attempt to render himself a capable and an acceptable member and co-partner of this commonwealth?

Now, Blue-eyed Saxon, what else can we do to commend ourselves to your favorable consideration?"

APPRECIATIVE WORDS.

Gen. J. R. Lewis, Postmaster at Atlanta, at a recent Commencement exercise, by invitation addressed the audience, speaking as follows:

Mr. President, Ladies and Gentlemen, and Friends:

"The little colored boy who, a quarter of a century ago, gave the answer to General Howard, made memorable by the poet Whittier, hardly stated a fact, but most certainly uttered a prophecy.

The condition of those children is a wonderful contrast with these of to-day. They were utterly destitute of education and with little intelligence, were gathered almost in rags, from families who had neither property, homes, nor household goods, and were almost without a place to lay their heads. To-day

we have this splendid audience of intelligent, well-dressed, people from comfortable homes of their own, observant, comprehending, and appreciating this magnificent exhibition that would be an ornament to any stage. The perfection of these exercises is a marvel under the circumstances. The general excellence of all the papers, the correct language, the clear and distinct enunciation, and good treatment of the subjects show a patient labor and care on the part of your instructors beyond all praise. But all this would not have availed but for a like care and labor on your part that is evinced in every part of these exercises. I am glad to notice so much said in the papers presented as to the future use to be made of what you have here acquired.

The great question is, what will you do with it? What can you accomplish with it? When you go from here your future is in your own hands, and to a great extent the future of your race. When you go out from here your real work is just begun, and the manner in which you shall do that work, the impressions you will make on those about you, is most important. I am happy to say that in the position I occupy in this city there are a large number of your race employed, and I am confident the excellent manner in which their responsible duties are performed has created a most excellent impression on the entire community, and convinced multitudes of their ability to fill those positions of trust and responsibility with credit, and this is doing perhaps more than ought else to establish your position. The whole world is a school and your examinations will still go on. In my office, in every department, we hold regular examinations, and all are required to come up to a certain standard of excellence, and it is proper for me to say for your encouragement on this occasion, and I am glad to say, that the only perfect examination put up in that office—perfect without an error—was put up by a colored man, a former student of Atlanta University. I will only say further that no praise is too great for the work you have accomplished, as evidenced here to-day, and you have only to perseveringly go on in this good way and work, and you need have no misgiving as to the future position you will occupy."

AN ATLANTA UNIVERSITY GRADUATE'S HOME.

A graduate of Atlanta University who is a professor of Latin in one of the most important schools for the higher education of the colored people in the South, writes thus of a visit to a classmate in another state, a clergyman, whose wife graduated also from Atlanta University in the normal course. The description of his friend's home might well apply to his own, over which presides also another accomplished graduate of Atlanta University.

"Were it permitted to tell tales out of school, we should be tempted to mention here some of the things seen in that home—the training of those little ones for usefulness, the teaching of them to work systematically, and to find pleasure in work. Thousands of people there are who never see any thing but drudgery in work, and whose faces at the sight of a little task instinctively become sour and forbidding. These little ones of whom I have

been speaking, no one of them over ten years of age, bid fair to escape that erroneous conception of work, together with its harmful results.

That, however, which impressed us most was the conduct of these little ones as they assembled in the evening in the family room for devotions. With faces bright, but reverent, they sat and listened to the reading of the old Bible on which only can a true home or a true state be built up. Next, every one, except the baby, repeated a verse or a part of a verse of Scripture. Then before bowing in prayer came the song, a spontaneous outburst, as it seemed of those five youthful voices.

They sang with vigor and with appreciation, sang as sing the little birds in the springtime when from their palpitating throats well up to the God of Nature those strains at once so sweet, so joyous, so inimitable. In this song which, in the artlessness of childhood was sung without regard to measure or strict attention to time, father and mother joined heartily, seemingly more pleased to accompany than to direct. Ah me! 'Twas an occasion similar to this that led Scotland's greatest poet to say,

*'From scenes like these old Scotia's grandeur springs,
That makes her loved at home, revered abroad.'*

Yes and it is from scenes like this that the grandeur of any race springs. Never will it spring from the club room or society halls, never from the political caucus, never from the theatre, or opera, or circus, or place of senseless merriment. It must spring, if it springs at all, from Christian firesides, and from the teachings of pious mothers who care more for the souls and characters of their children than for the outward adornment of their perishable bodies."

A WOMAN'S WORK.

At a meeting of graduates held at the Commencement of 1891, Mrs. Julia Turner, of the class of '83, was called upon to respond for the graduates in the Normal Course. Mrs. Turner said in part:

"Since I left this Institution I have had plenty to do—in fact, all of my class have been busy and have taught thousands of children. I know that I have myself, as nearly as I can remember, taught two thousand, and I have tried to do my work to the very best of my ability, and of my class—I hear from three-fourths of them—all are doing good work, and never want for employment. For my own part, I have only to say that I always have plenty of work and never have to wait for it. I have not much to say only that I have been peculiarly blessed since I left Atlanta University. I hope God will bless the University, for it has made me what I am. When I first came here I had no idea of ever developing into a teacher. I just thought I would get a little education and quit, but one day one of my teachers said to me, 'Perhaps you will be a teacher one day yourself.' Well, I know that I am the result of your work here, and I know that as many as eight that graduated last year were former pupils of mine, and so I say that God has blessed me thus far, and I hope he will bless Atlanta University as long as a fragment of it remains."

ACKNOWLEDGMENT.

Your simple words,
 "Our feelings should nor be our guide,"
 Have done for me
 What hours and days of thought could not.
 I've racked my brain
 To know what step I next should take,
 But now I see my duty plain
 And clear, laid out before me like
 A straight and even, well-made road,
 Which leads me out from all this doubt
 Of what is right for me to do.

I now can see
 How that the passions of my heart,
 So long pent up, when given vent
 Rose like a mist to cloud my brain
 And made me so unfit to think.
 I could not think, decide, nor act,
 But all my brain seemed in a whirl
 And when my reason urged me
 To do the right, some foolish thought
 Sprang from my heart and told me, No.
 And now I know the foulest foe
 To reason, one that renders blunt
 The edge and keenness of the mind
 Is the hot passion of the heart.

'Tis but too true
 Men's passions often make them fools
 And do what, in their sober minds,
 They would condemn.
 And what you add, "Just for my sake,"
 Now makes my duty far more sweet.
 It is not now the irksome task
 I must perform without reward,
 For my reward comes in the act
 Of doing what you wish.

J. W. JOHNSON, '94

FAILING TO SEE.

There is no state in the South in which the Northern and Eastern tourists have a better opportunity of seeing the colored people in their various stages of advancement than in Florida. The majority of those tourists see only the illiterate class, and much of them because they are most convenient to be seen. The writer knows of repeated instances in which many of the tourists pay as much as fifty cents to attend some public display given at their request by the class of the least progressive colored people. There they see plantation dancing, hear minstrel singing, senseless speeches in sing-song fashion, and things in general which show the colored people at a great disadvantage. They leave the South with the impression thus gained of the colored people, having made no effort to see the brigher side, satisfied that what they have seen is all of the "Negro down South."

When we meet the white brother from other sections who is anxious to see both sides of the question, it is with pleasure and appreciation that we take time and pains to show to him something of the moral and mental development of the colored people.—*Mary C. Jackson, Class of 1885, In New York Independent.*

DO THE COLORED PEOPLE
HELP THEMSELVES?

The question is often asked to what extent do the colored people contribute to their own schools? The case of Lewis Watts will partly answer this:

"Lewis Watts, an Afro-American porter

on a Pullman palace car, running between Pittsburg and Jersey City on the Pennsylvania road, has for years been contributing all but a small portion of his earnings to the support of a colored school at Covington, Ga., in order that the poor boys and girls of his race might be educated."—*The Southern Letter.*

The Lewis Watts spoken of above was a highly esteemed student of Atlanta University. The colored school referred to is a school and orphanage conducted by his sister, Mrs. Dinah Watts Pace, who graduated from the Normal course in the class of 1884 and has done a most excellent charitable work in connection with her Orphans' Home. Three of her scholars are at present attending Atlanta University.

MUSIC FROM STONE.

Beginning with 1891 prizes for essays (the best to be afterwards delivered as orations) have been offered by the Quiz Club of Dorchester, Boston, Mass. The following extract is from one of the successful pieces of 1892:

"It has been said when the rising sun fell on Memnon's statue it awakened music in the breast of stone; so it may be said that true Christianity, from the culture of a thousand years, shining through the most remote and dark chambers of the Anglo-Saxon's heart, has awakened in the white man's breast honesty, generosity, philanthropy, benevolence, and virtue, while darkness, gross darkness for time unknown, has shut the poor colored man off from the radiant presence of our King, tending to implant in his nature dishonesty, baseness, misanthropy, selfishness, and licentiousness. Can opposites meet? Impossible! Does the lord bow to his subjects? Never! What then? The Negro must improve his religion. Our temples, from which flow the water of everlasting life, must be cleared of covetousness; our country 'Doctors,' especially our illiterate ministers, must perceive their 'calls' sometimes to be honest and to hard labor, and our enlightened evangelists must learn to speak practical religion to our people."

JAMES T. HODGES, '94.

WHAT OUR STUDENTS READ.

At a recent composition exercise, the members of the college classes were required, without previous notice, to write an account of their reading since they had attended the University, giving such comments on the books read as they might see fit. The following is one. Our space forbids printing others of similar interest:

BY A YOUNG MAN IN THE JUNIOR CLASS.

"I have read more since I have been a student of Atlanta University than I have ever read all the other part of my life. I think I can account for this by saying that I have found here more time for reading than elsewhere. In most places I could perhaps get a book on some particular subject that interested me and might perhaps be referred to some other book for a fair and accurate account of the subject being pursued; sometimes I could get the other volume and some

times I could not. Here I can get information from various sources aside from the particular author I am reading, and in reading and comparing different authors I am quite confident that my reading means more for me. I think the first 'master' I met here was Washington Irving, who carried me into the early days of our young country and delightfully introduced me to the customs of the Dutch. His *Miscellanies* opened up the Indian life to my mind, showing in detail the crude, mean, coarse ways and inclinations of savage life. I caught glimpses of another heaven, the tea parties and the 'Knickerbocker' associations. I next drifted into Joseph Addison's work thinking that I might find something light to rest my mind. Here I soon found was the master of the true English tongue, and in my acquaintance with him I have learned more about the English language.

I accidentally fell on Macaulay, and here I found an exhaustless 'budget'—a master-ship universally acknowledged and admired, a style peculiarly fascinating, and composition of pure English words, choice words, expressive words—pictures carrying more than a shadow with them. His description of Milton, Byron, and others led me to form some conclusion of what real character and true greatness were. This accidental meeting led me to search for his biography, and here I learned what it was to be a *student*, how I might best use my time, what might be gained by constant application. Burke was next selected, and I can say to my own taste that he was sublime as a rhetorician. Never before had I seen English words and pictures grouped in such a pleasing and eloquent manner.

By chance I came to know something of our own Emerson—immortal Emerson—my love for whom first came from reading and re-reading 'Heroism.' I wish I might have his style—so terse, laconic, round, forcible. No man exercises so much originality, educes so much thought for Nature, suggests more and varied bright pictures to the mind.

A GEORGIA MULE.

FROM A LETTER OF AN ATLANTA UNIVERSITY
STUDENT TEACHING IN THE COUNTRY

TO HIS BROTHER.

Last week I had to attend some business in M—, an embryo city about eleven miles from my settlement. "Brudder" Jinks, with whom I board, offered to hitch up Gipsy, an antiquated specimen of a mule, whose general appearance is that of the skeleton of some prehistoric animal one sees in a museum.

I accepted this proposition with haste and repented at leisure.

I could see a weary, long-suffering look in that mule's eye, and I could imagine how his heart must have sought the vicinity of his tail, when they disturbed his dreams of green fields and pleasant pastures, and hitched him to an old buggy to encounter the stern realities of a dusty road. "Verily, verily," I soliloquized, "the way of the mule is hard." But putting aside all tender feelings, I jumped into the buggy and grasping a stick of quite ample proportions began to urge his muleship on his way.

I arrived at M— sometime between 12 m. and 6 p. m. After having finished my busi-

ness and having bountifully fed my mule on water and what grass he could nibble from around his hitching-post, I bought a large watermelon and started for home. Before I was out of sight of the town, I began to have serious misgivings about reaching home before a very late hour. In the morning by various admonitions and applications of the hickory I had been able to get my mule into a jog trot, but on the homeward journey he would not even get up a respectable walk. Well, we trudged on for two hours or more, when to my dismay he stopped, stopped still.

As the hour was getting late and it was growing dark, I began advising him — with a large hickory — that it was best to proceed, but he seemed to have hardened his heart, and his back also, and paid me no heed. There I sat — all was as still as the grave, save for the dismal hoot of the screech-owl. There I was, five and a half miles from home with no prospect of getting there in a hurry.

I began to coax my mule with some words which perhaps are not in the Sabbath School books, and to emphasize them with the rising and falling inflection of a stick across his back; but still he moved not. Then all at once my conscience smote me. I thought perhaps the faithful beast might be sick. My mind reverted to Balaam, whose beast spoke to him when he had smitten him but three times, and here I had smitten my beast about 3,333 times; I listened almost in expectation of hearing him say, "Johnson, Johnson, why smitest thou me 3,333 times; I got out of the buggy and looked at the mule; he gazed at me with a sad, far-away expression in his eye, which sent pangs of remorse to my heart. I thought of the cruel treatment I had given him, and, on the impulse of the moment, I went to the buggy, got out my large, luscious melon, burst it open, and laid it on the ground before the poor animal; and I firmly resolved to be a friend to the mule ever after, and to join the Humane Society as soon as I reached Atlanta.

As I watched that mule slowly munching away at my melon, I began to wonder if I had not acted a little too hastily in giving it to him, but I smothered that thought when I remembered the pledge I had just taken. When he had finished, he looked around with a satisfied air which encouraged me; so I took hold of his bridle and, after stroking him gently for a moment, attempted to lead him off. But he refused to be led. He looked at me from under his shaggy eyebrows, but the sad, far-away expression had vanished and in its stead there was a mischievous gleam, born of malice aforethought. I remonstrated with him, but it only seemed to confirm his convictions that it was right for him to stand there. I thought of my melon he had just devoured; then I grew wrathful, and right there and then renounced all my Humane Society resolutions, and began to shower down on that mule torrents of abuse and also a big hickory, but all to no effect. Instead of advancing he began to "revance." I pulled on the bridle until my hands and arms were sore, but he only continued to back and to pull me along with him. When I stopped pulling he stopped backing, and so things went on for about the space of half an hour.

I wondered what time it was. Just then the moon began to rise, from which I knew it was about 9 o'clock. My physical exertion began to tell on me and I hungered. O, how I longed for a piece of that watermelon!

And I hit the mule an extra blow as a result of those longings.

I was now desperate. I sat down on the side of the road and groaned; that groan came from the depth of my soul, and I know that I presented a perfect picture of despair. However, I determined to gather all my remaining strength for one final effort; so I caressed him up and down the backbone two or three times as a sort of persuader, then grasping the bridle with both hands I began to pull, pull as I had never pulled before and as I hope never to pull again. And he began to back, I continued to pull and he continued to back. How long this order of things might have gone on I do not know, but just then a brilliant idea struck me so forcibly as to come near knocking me down. I took the mule out, and by various tying, buckling, and tangling, I hitched him in again, upside down, or wrong side out, or, well, I can't exactly explain, but anyhow when I got through, his tail pointed in the direction I wanted him to go. Then I got back in the buggy and taking hold of the bridle I began to pull and he began to back, and I continued to pull and he continued to back; and will you believe me, that mule backed all the way home! It is true we did not travel very fast, but every time he would slow down, I would put a little extra force into my pull and he would put a little extra speed into his back. Ever and anon he would glance at me with that mischievous, malicious twinkle, which seemed to say "I've got you to-night," and I would smile back a quiet, self-satisfied smile and give an extra pull. But when we got home, that mischievous, malicious twinkle changed, and he looked at me in a dazed sort of way and I smiled back quite audibly. And do you know that mule has been in a dark brown study ever since. He is trying to get through his slow brain how I managed to make him pull me home that night.

JIM.

ATLANTA UNIVERSITY BOYS AT THE EXPOSITION.

Twenty-five boys from Atlanta University were engaged to wheel rolling chairs during the World's Columbian Exposition at Chicago by the Columbia Rolling Chair Company, whose manager, Mr. John R. Adams, has given them the most fair, liberal, and courteous treatment, which they have highly appreciated. The first company gave such satisfaction in their position that in June twenty-five more were sent for. Below we give portions of two interesting letters from one of their number describing their experiences:

"CHICAGO, ILL., April 22, 1893.

Thursday at 12 o'clock we reached Chicago. The weather was very cold. In the afternoon it began snowing and it has continued to snow for the past three days. To those who had just left a warm and sunny clime this was anything but agreeable.

The next morning, by appointment, we all met at the office of the company by which we are employed. Our reception surpassed any expectation we had had. We were treated just as though the question of color had never been brought up.

While we were receiving the orders for our

uniforms and having our passes to the grounds made out, the manager of the company suggested that 'perhaps some of these boys can do carpenter work.' He seemed very much surprised to learn in a few seconds that every one of us could; so in a few minutes, by reason of our industrial training in Atlanta University, fifteen of us were employed to do work at the grounds as carpenters, at \$3.25 per day of eight hours, and the other was employed as a plasterer at \$4.50 per day.

Saturday morning we reported for work and are still employed on the grounds.

Everything seems hopeful, and our prospects are much better than we anticipated.

In my next I hope to say something of the progress of our regular work and the Fair in general."

(Second Letter.)

"CHICAGO, ILL., May 24, 1893.

Since my last letter we have all settled down to our regular work. None of us find it so hard as we had fancied it would be. Our hours are very easy. The whole corps of guides is divided into two divisions; one of which reports for duty at 8:30 a. m. and gets off at 6 p. m., the other reports at 9:30 a. m. and gets off at 7 p. m. On evenings that the fair is open, one division reports at 8:30 a. m. and gets off at 7 p. m., the other reports at 12 m. and works until 10:30 p. m. We are actively employed on an average of five hours a day.

We have not as yet experienced any serious difficulty on account of color, and do not now anticipate any. The company and the majority of the boys are very kindly disposed towards us.

All of our boys are working very faithfully and, as a result, they have made a very good impression on the company.

We are enjoying a degree of newspaper notoriety of which we had never dreamed. Every day we figure quite conspicuously in the columns of the great dailies, in prose or poetry, sometimes in caricature. Generally the articles are very fair. Some of us have even had the honor of being interviewed by reporters.

I do not believe that any one has ever had a better opportunity for studying and observing different phases of human nature than we have, and if any one of us is so inclined I think he can easily fill a very interesting book. It is amusing to note how the same sights impress different people, and how few seem to fully comprehend what this great exposition means.

No one, who has not seen it, can form any idea of the immensity and grandeur of the Exposition; nor can I give any adequate description of it. It has been very fitly called 'The White City,' and one standing under the Peristyle and looking down the Court of Honor surrounded by magnificent buildings with their chaste white columns and gilded domes glittering in the sunlight, looking over the grand basin spanned by picturesque bridges and dotted with gayly bedecked gondolas, and faintly catching the strains of soft music as they come from the distant plaza, might easily imagine himself in a fairy city.

It is true there are many wonderful exhibitions here, but to my mind the most wonderful is that of the skill and genius which has in so short a time created this, the most beautiful spot on the face of the earth."

J. W. JOHNSON.



THE SENIOR COLLEGE CLASS IN ATLANTA UNIVERSITY.

THE EXHIBIT OF ATLANTA UNIVERSITY.

The University's Exhibit at the Fair is in Section K, South Gallery of the Liberal Arts Building. It will be in charge during the whole time of the Exposition of Mr. Thomas J. Bell, a graduate from the College course in the class of 1891, and now a member of the Hartford (Ct.) Theological Seminary.

The Exhibit has been prepared in accordance with the following scheme :

I.

PLANT AND ORGANIZATION.

1. Large photographs of buildings within and without.
2. Photographs of Groups of Students and Trustees.
3. Map of Atlanta showing location of University and grounds.
4. Map of Georgia and neighboring states showing homes of students and schools taught by graduates.
5. Chart stating resources and needs of University.

II.

SPECIMENS OF STUDENTS' WORK.

1. Classroom work from,
 - (a) College department.
 - (b) College preparatory department.
 - (c) Normal department.
 - (d) Grammar department.
 - (e) Primary department.
2. Industrial exhibits from,
 - (a) Mechanical department (wood-work and manufactured articles from bench room and lathe room, iron-work from forge room and

machine room, mechanical drawings from draughting room.)

- (b) Printing department.
- (c) Sewing department.
- (d) Cooking department.
- (e) Nurse training department. (Photos.)

III.

RESULTS OF EDUCATION GIVEN, AS SEEN IN WORK OF GRADUATES.

1. Photographs of homes of graduates.
2. Photographs of graded school buildings or college buildings where graduates are principals.
3. Photographs of churches where graduates are pastors.
4. Photographs of buildings erected by graduates.
5. Books and pamphlets written by graduates.

Conspicuous articles in the exhibit of the Mechanical department are a mantle-piece, a fender and andirons, a piano lamp, an easel, an office desk, and tools. The Catalogue of the University and this number of THE BULLETIN will illustrate the work of the Printing Office. About eighty students of both sexes have received instruction in this department during the past year.

TO A FRIEND.

Many sad hearts may you lighten,
And turn sorrow oft to bliss :
Many dark lives may you brighten,
If you'll make your motto this,
Ever lend a helping hand.

JAMES W. JOHNSON, 1894.

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